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BETTER PUBLIC
SERVICE
THROUGH
BETTER
MANAGEMENT

Conference Leaders'

JOB INSTRUCTION GUIDE



United States Department of Agriculture

FOREWORD

Getting people to work skillfully with a minimum number of mistakes and misunderstandings is a daily challenge. Always anxious to serve farmers better at the "grass-roots" level, the Commodity Stabilization Service is making available a program to accomplish this desirable end.

This manual represents the most up-to-date and successful approach to this basic problem. As a conference leader's guide, it is simple to use and effective in results obtained. While it has been specifically tailored for the needs of State and County ASC offices, it is arranged for easy adaptation by any office or agency faced with a similar challenge.

Designed to improve service, it presents an effective approach for helping people at all levels of supervision increase their skill in getting "know-how" over to people. At the same time it introduces simple tools for determining where such "know-how" is most urgently needed and where it can contribute most to the smooth, efficient operation of an office.

Appreciation is expressed to Mr. Frederick W. Babbel of the Secretary's Office for organizing this material and guiding the program for its use through its formative stages.

COMMODITY STABILIZATION SERVICE

January 16, 1956

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I N S T R U C T I O N S T O C O N F E R E N C E L E A D E R S

THE BOSS & THE LEADER:

The modern conference leader is not a boss. He is a LEADER. Much has been written about the difference between the boss and the leader. All the fundamental differences between the two have been summed up by Mr. H. G. Selfridge in the following description:

The Boss--

- 1- drives his men.
- 2- depends on authority.
- 3- breeds fear.
- 4- says, "I".
- 5- says "get here on time."
- 6- fixes the blame for the breakdown.
- 7- knows how it is done.
- 8- makes work a drudgery.
- 9- says "Go".

The Leader--

- 1- coaches them.
- 2- on good will.
- 3- inspires enthusiasm.
- 4- says, "We".
- 5- gets there ahead of time.
- 6- fixes the breakdown.
- 7- shows HOW and knows WHY.
- 8- makes work a game.
- 9- says "Let's Go."

LEADERS ARE MADE, NOT BORN:

In addition to knowing how to handle the material required by the conference, there are certain other basic qualifications which may be developed. These will enable a conference leader to develop real skill and mastery of the art of leading conferences. Basic are the following:

1. A Knowledge of Human Nature: Why people act and think as they do - the "What", "How", and "Why" of human conduct.
2. A Knowledge of Himself: Ability to recognize and admit his own strong points and weaknesses.
3. Ability to Deal with People: To treat the other fellow as he would like to be treated if he were in his shoes.
4. Ability to Arouse Enthusiasm: To get the most out of the people under his supervision.
5. Ability to Command Respect: To improve consistently his knowledge of the work and his worker - supervisor relationships.

In the discussion type of conference, the supervisor or conference leader must have full control of the discussion at all times. He must be able to get people to talk and to stop the too talkative individual. He must keep the meeting on the topic under discussion and must accomplish the purpose for which it is called. Personal feeling, antagonism and argument must be controlled.

Instructions to Conference Leaders

A conference leader has the function of seeing that everyone contributes, or has a chance to contribute, and that no one monopolizes the discussion. He is the moderator who keeps "hot-heads" from getting into arguments, and prevents personal feelings from interfering with clear thinking.

For helping the conference make progress toward completion of the material under discussion, the conference leader (trainer) uses a variety of devices to keep constantly before the group what has been covered or agreed upon. Among these are the following:

1. He puts written summaries on the blackboard.
2. He makes rough diagrams or illustrations.
3. He lists on blackboard points made.
4. He gets agreement on each point.
5. He rewords long statements into short to-the-point statements.
6. He asks questions to clear up points.
7. He injects humor to keep up interest.

THE TRAINER'S ROLL:

In summing up the trainer's role as a conference leader, the following suggestions will prove helpful. The trainer faced with conducting a conference should:

1. Recognize his own limitations and do his utmost to improve his qualifications whenever inadequate.
2. Never underestimate the other person's point of view.
3. Be open-minded; never try to impose his own opinions on the group at any cost.
4. Believe in his job as a trainer.
5. Give credit when and to whom due.
6. Remember always that the people in a conference are worthy of every consideration and respect. Deal with them as equals, not as subordinates.
7. Encourage, stimulate and develop thinking and expression.
8. Try to listen more than talk during conferee demonstrations.
9. Avoid prejudices; don't expect their jobs.
10. Avoid arguments; toss the "ball" back to conferees.
11. Curb the too talkative individual by ignoring him or turning him over to the group when he makes a controversial statement.
12. Minimize personal experience and achievements.
13. Never use his position to force expression of opinion.
14. Avoid partiality or various forms of favoritism.

Instructions to Conference Leaders

15. Avoid personal reference, using the first person only when his own experience will contribute to the discussion or when asked to state a personal experience.
16. Be patient. This will control teaching too much too fast.
17. Be tactful. You cannot be successful without their full cooperation.
18. Deserve respect and merit confidence.
19. Stick to the topic under discussion.
20. Arrive at sound conclusions.

And finally, remember that YOU GET WORK DONE THROUGH PEOPLE, not things. Treat each person as a respected individual.

RULES FOR HANDLING PEOPLE SUCCESSFULLY:

1. Perfect your self-control.
2. Appreciate and praise.
3. Stress rewards, avoid punishments.
4. Criticize tactfully.
5. Always listen interestedly.
6. Explain thoroughly - WHY.
7. Consider others' interests as well as your own.

SESSION PRESENTATION:

1. Lead conference - don't teach it.
2. Avoid "talking down" to conferees. Avoid classroom attitude and atmosphere.
3. Avoid argument. Appeal for group cooperation and open-mindedness.
4. Watch pulse of the group; keep your eyes on them.
5. Always watch persons answering questions and show interest.
6. Don't put people on the spot. Don't contradict or embarrass conferees.
7. Encourage group opinion and participation.
8. Use leading questions throughout - those beginning with WHAT, WHY, HOW, etc.

BLACKBOARD WORK:

1. Use good grade chalk and eraser.
2. Stand to one side as you write.
3. Write neatly, but not too small.

Instructions to Conference Leaders

4. Press firmly on chalk, not sketchily.
5. Strive for good placement of work on blackboard.
6. Keep talking while writing; don't neglect group.
7. Strive to do work speedily without making it look messy.
8. Explain abbreviations used.
9. Practice before sessions.

BASIC ATTITUDES:

1. Show enthusiasm! Act enthusiastic and you'll be enthusiastic.
2. Be cheerful; be optimistic; be friendly; smile.
3. Be sincere. Be sold yourself and know your product.
4. Be patient, never sharp or demanding.
5. Be a good listener; manifest attentiveness and interest.
6. Be honest and generous in your appreciation and praise
7. Be fair and open-minded.

PERSONAL NOTES & OBSERVATIONS:

C O D E

CAPITALS Words to emphasize
Plain type Conference leader says in own words
* (Asterisk) in front of line Verbatim sentences

Material between lines Blackboard work

() (Parentheses) . . . Instructions to Conference Leader

"_____,....." Name of Conferee being questioned

Yellow pages General Instructions

Green pages Preparation & Background

White pages Discussion Guide

Pink pages Exhibits & Handouts

JOB INSTRUCTION CONFERENCE CONTROL RECORD		NAME	LOCATION	REMARKS
WHERE HELD _____				
DATE HELD _____				
Conference Leader _____				
DATE COACHING SCHEDULED _____		DATE COACHING COMPLETED _____		
STAFF CHART COMPLETED _____		INSTRUCTION METHOD USED _____		
PERFORMANCE- INSTRUCTION _____		G=Good, F=Fair, W=Weak		
INSTRUCTION PATTERN _____		NEXT FOLLOW UP DATE _____		

DATE HELD _____

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[illegible]

J O B I N S T R U C T I O N

(Conference Leader's Guide)

(Revised 1-1-56)

SECTION I - Conference Preparation

<u>WHAT TO KNOW OR DO (Steps)</u>	<u>WHAT IS INVOLVED (Items)</u>
1. SET UP Control Record	<ul style="list-style-type: none">a. (Use Job Instruction Conference Control Record as provided with guide.)b. (List names of all conferees.)c. (Fill in location--county they represent or city in which they are located.)d. (Upon completion of conference, write in date agreed upon with conferee for initial follow-up coaching.)e. (Show, as completed, dates initial coaching finished, staff chart completed, and instruction method actually begun.)f. (Identify by G-F-W office manager performance with instruction technic.)g. (Record county instruction pattern. If by office manager only, show OM; if aided by assistants, show A and number of such, viz. A-2 = assisted by two employee-instructors.)h. (Fill in next follow-up date after initial coaching is completed.)i. (Add additional items which may be useful to you for checking and follow-up.)j. (Use "remarks" as needed.)
2. REVIEW Conference Guide	<ul style="list-style-type: none">a. (Become thoroughly familiar with entire contents of conference leader's guide.)b. (Try out, preferably aloud, your planned session presentation.)c. (Follow manual closely via instruction method being presented.)d. (Make changes to fit your personality.)e. (Jot down in blank space at left any stories, illustrations or case histories you may wish to use to cinch down each idea being discussed.)f. (Outline appropriate kick-off remarks.)g. (Lead conference in terms of ideas, but follow manual to put over details.)

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
3. ASSEMBLE Materials	<ul style="list-style-type: none">a. (Job Instruction Cards--2 for each conferee.)b. (Sample Staff Development Charts (Exhibit 1)--one for each conferee.)c. (Staff Development Chart Guides (Exhibit 1-A)--one for each conferee.)d. (Sample Job Breakdowns (Exhibit 2)--one for each conferee.)e. (Sample Procedure Review Schedules (Exhibit 3)--one for each conferee.)f. (Job Instruction Summary (Exhibit 4)--one for each conferee.)g. (Pencils and note pads for conferees.)h. (Blackboard, chalk, eraser, name-cards.)i. (Extra supply of:<ul style="list-style-type: none">(1) Staff Development Charts--whole and split.(2) Job Breakdown sheets--blank.(3) Procedure Review Schedules--blank.(4) Job Instruction Cards.)j. (<u>Note</u>: Area director representatives will also have an adequate supply of Conference Leader's Guides for distribution to fieldmen and State Office representatives together with an adequate supply of handout materials for their use in conducting subsequent conferences.)
4. PREPARE Conference Room	<ul style="list-style-type: none">a. (Be at conference room 15 minutes early.)b. (Check ventilation, light, heat, etc., to insure conferees' comfort.)c. (Arrange chairs for best participation.)d. (Stack handout materials neatly and conveniently to facilitate distribution as called for.)e. (<u>Remember</u>: Your careful preparation will minimize interruptions and embarrassments. It will also set a good example for others to follow.)

YOU ARE NOW READY TO BEGIN THE CONFERENCE ON JOB INSTRUCTION.

SECTION II - Introduction & Scope

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. BEGIN Conference	<ul style="list-style-type: none">a. <u>Climate</u>: (Greet conferees cordially; be friendly and enthusiastic; smile warmly. Express thanks for presence.)b. <u>Names</u>: (Invite them to call you by your <u>FIRST NAME</u> and ask for permission to refer to them in the same way.)<ul style="list-style-type: none">(1) (Use inverted V-shape name cards where conferees are not familiar to conference leader. Ask each to print own name on card so leader can read it easily.)c. <u>Introductions</u>: (Have each member introduce himself to group unless they already know each other well.)d. <u>Schedule</u>: (Inform them of conference schedule, rest breaks, etc. <u>Stress</u> promptness in starting and quitting.)e. <u>Participation</u>: (Encourage questions and free discussion. Appeal for cooperation and respect for rights of others.)f. <u>Pattern</u>: Explain HOW and WHY you will use this manual: So you overlook nothing and can be sure they KNOW.
2. ESTABLISH Need for Job Instruction	<ul style="list-style-type: none">a. * "The amount of time spent by supervisors in giving instructions or telling HOW to do something is often as high as 80%."b. * "YOU have problems in carrying out your responsibilities to management--problems like these:<ul style="list-style-type: none">* (1) "Work to be done over.* (2) "Errors and mistakes.* (3) "Missed deadlines.* (4) "Wasted forms and supplies.* (5) "Damaged equipment.* (6) "Misuse of time."c. * "These problems all have one common denominator--PEOPLE."d. * "Either--<ul style="list-style-type: none">they don't know WHAT to do, orthey don't know WHY they do it, orthey don't know HOW to do it, orthey don't know WHEN to do it."e. * "To solve these problems means YOU must do something with PEOPLE involved."

(Continued)

WHAT TO KNOW OR DO (Steps)

WHAT IS INVOLVED (Items)

2. (Continued)

- f. * "Something that will show them
WHAT to do,
WHY they should do it,
HOW to do it, and
WHEN to do it."

3. REVIEW Common Complaints

- a. * "It is not uncommon to hear a supervisor say:
'It takes too much time.'
'Let them learn the way I did--the hard way.'
'I'll get around to it when I have more time.'
'Let them watch the other person do it.'
'I just don't have the time.'"

4. STRESS Fallacy of Reasoning

- a. * "Actually, no day has ever had more than its allotted 24 hours."
b. * "You will never have any more time than you have right now - in fact the sands of time are running out. With each passing minute you have less time."
c. * "Your problem is not so much a matter of lack of time as it is more effective use of time."
d. * "What chance has a supervisor who wants to let training take its own course?"
e. * "He is very much like the short-sighted carpenter who is so busy sawing wood he hasn't time to sharpen his saw."
f. * "So the sawing becomes harder and harder and he gets less and less done."
g. * "Supervisors and managers must TAKE TIME to MAKE TIME. They must take time to sharpen their saws."

5. POINT OUT Value of Skill in Training

- a. * "Too often over 60% of our time is spent in trouble-shooting, in putting out fires."
b. * "This emphasizes the need to do those things skillfully which will get desired results quickly and prevent problems from arising."
c. * "Proper training of employees is generally considered to be the most important of all supervisory activities."

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
6. EXPLAIN Benefits	<ul style="list-style-type: none">a. * "This program will help YOU get the 'know-how' over more effectively."b. * "It will assist YOU in standardizing procedures, eliminating waste, and gaining valuable time to supervise properly."c. * "It applies to old as well as experienced workers."
7. EMPHASIZE Approval	<ul style="list-style-type: none">a. Program has approval of Secretary and has endorsement of top CSS officials.b. It has been accepted because it represents a tested and effective tool for improving our SERVICE and decreasing our managerial headaches.c. In some form it is being used by every major country in the world outside the iron curtain.
8. CHALLENGE Application	<ul style="list-style-type: none">a. * "No value will be realized <u>unless this program is used properly and consistently.</u>"b. * "Without YOUR support it cannot succeed; with YOUR support it cannot fail."c. * "I know you will be equal to this challenge."
9. CLARIFY Major Purposes	<ul style="list-style-type: none">a. * "Our FIRST major purpose is to provide a simple effective tool for ANALYZING your present operations--where you now stand, what your most urgent needs are and how to meet them." <div><u>1. ANALYZE OPERATIONS</u></div> <ul style="list-style-type: none">b. * "Our SECOND purpose is to SIMPLIFY PROCEDURES, many of which now are hard to understand and piece together." <div><u>2. SIMPLIFY PROCEDURES</u></div> <ul style="list-style-type: none">c. * "Our THIRD purpose is to help YOU sharpen your ability as a leader in getting people to KNOW and DO their jobs BETTER than ever before." <div><u>3. GET WORK DONE BETTER</u></div>

WHAT TO KNOW OR DO (Steps)

WHAT IS INVOLVED (Items)

10. UNDERSTAND Basic Goals

- a. * "As a result of our efforts we expect YOU to realize at least SIX benefits, the FIRST of which is IMPROVED SERVICE to farmers and other members of the public."

1. IMPROVED SERVICE

- b. * "Second, BETTER MANAGEMENT through better understanding of needs, of programs and procedures."

2. BETTER MANAGEMENT

- c. * "Third, FEWER MISTAKES. Approximately 90% of our present mistakes can be prevented or eliminated."

3. FEWER MISTAKES

- d. * "Fourth, a COMPETENT WORK FORCE--people who are able to do their work quickly, correctly and intelligently."

4. COMPETENT WORK FORCE

- e. * "Fifth, ADEQUATE JOB DEPTH, so that each job can be handled by two or more qualified persons and provide the flexibility needed to meet peak loads, emergencies, vacations, etc.

5. ADEQUATE JOB DEPTH

- f. * "Sixth, HIGH EMPLOYEE MORALE because our efforts help our people be happier, more competent and better appreciated."

6. HIGH EMPLOYEE MORALE

11. DISCUSS Purposes & Goals

- a. (Before going on, be sure conferees understand and appreciate each of the purposes and goals listed on the blackboard.)
- b. (Invite questions, but do not encourage lengthy discussion since the conference will demonstrate HOW this is to be done.)
- c. (ERASE BLACKBOARD.)

SECTION III - Analyzing Operations

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. INTRODUCE J. I. Card	<p>a. * "To guide us in our discussion today, we are dividing our program into <u>two</u> broad areas:</p> <p>* (1) <u>Preparation</u>, which includes our tools for analysis and simplification, and</p> <p>* (2) <u>Instruction</u>, which presents an effective method for getting 'know-how' over to others."</p> <p>b. * "The highlights in capsule form are listed on these convenient little cards."</p> <p>(1) (Hold up and display one of your Job Instruction cards.)</p> <p>c. * "I would like each of you to have two of these for your own use."</p> <p>(1) (Pass out two cards to each conferee.)</p> <p>d. * "While these notations probably won't mean much to you at this point, let's scan them quickly so we'll have a bird's eye view of our program for the day."</p> <p>e. * "_____, will you please read aloud for us the notations on the side of the card entitled 'Preparation'?"</p> <p>(1) (Let conferee read all the notations on that side. Then <u>thank him</u>.)</p> <p>(2) (Do not encourage nor attempt any detailed explanation at this time. Your purpose is merely to let them read what is actually on the card.)</p> <p>f. * "_____, will you please read the notations on the other side of the card entitled 'Instruction'?"</p> <p>(1) (Thank conferee upon completion. Do not attempt any elaboration at this point.)</p>
2. EXAMINE Staff Development Chart	<p>a. * "Let us see now what is meant by a Staff Development Chart, what its purpose is, how it is set up and how it might help us in spotting and solving some of our pressing problems."</p> <p>(1) (Pass out to each conferee <u>one</u> sample chart, Exhibit 1.)</p> <p>b. Purpose is to give us a visual picture of our present operations and how we are organized to carry them out.</p>

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
2. (Continued)	<p>c. Sample lists county office programs and operations in upper section and field activities in lower half.</p> <p>d. To conserve space, sample shows only a few representative programs rather than listing all programs actually conducted in each office.</p> <p>e. Serves as an effective orientation, training and management tool.</p>

3. DISCUSS Chart Contents
- a. * "First we list the NAMES and major ASSIGNMENT of all employees." (Point these out on the sample exhibit.)
 - b. * "Next we list across the top the several programs or operational activities. On our sample these are: ADMINISTRATION, A.C.P., PRICE SUPPORT, WOOL PROGRAM, MISCELLANEOUS." (Point these out on the exhibit.)
 - c. * "Each of these program areas are then divided into the major operations which they represent."
 - * (1) "Under PRICE SUPPORT, for example, we list APPLICATIONS, ELIGIBILITY, LIEN SEARCH, etc."
 - * (2) "These are broken down into the individual job or work units, but not on this particular form."
 - d. * "Then we show by the use of SYMBOLS those operations which each person can or is learning to handle."
 - * (1) "Operations a person is currently learning are shown by the symbol (O)."

O = LEARNING

- * (2) "When a person understands the complete operation reasonably well, we draw a horizontal line through the circle so it looks like this: (Θ)."

Θ = UNDERSTANDS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
3. (Continued)	<p>* (3) "As soon as a person is fully COMPETENT, or can handle the operation WITHOUT DIFFICULTY, we draw a vertical line through the circle so it looks like this: \oplus"</p> <hr/> <p>\oplus = COMPETENT</p> <hr/> <p>* (4) "We show by a check mark (\checkmark)--preferably red--operations currently being done by each employee."</p> <hr/> <p>\checkmark (RED) = CURRENTLY DOING</p> <hr/> <p>* (5) "Use an (X) mark--preferably blue--to show operations with which an employee is HAVING DIFFICULTY."</p> <hr/> <p>X (BLUE) = HAVING DIFFICULTY</p> <hr/>

4. EXPLAIN Value & Use

- a. * "Careful analysis of such a staff development chart is the first step in effective Job Instruction preparation--the first item on the preparation side of our card."
- b. * "Let's check our sample chart to see what it tells us."
 - (1) (Point out how it shows work-load distribution.)
 - (2) (Spot several areas of weakness, where individuals are having difficulty, are in need of additional help or are learning an operation.)
 - (3) (Explain use for orientation of new employees, county committees, field men, etc.)
- c. Use to spot weaknesses--where we are not two layers deep or prepared to meet peak or seasonal loads effectively.
- d. Serves to focus our attention upon our "neediest" needs--where training will be most productive and profitable.
- e. Helps eliminate a potential source of problems BEFORE they arise.
- f. Is a working tool and NOT a rating sheet.

WHAT TO KNOW OR DO (Steps)

WHAT IS INVOLVED (Items)

5. CLARIFY Definitions

- a. * "To clarify our definitions, let's examine a simple comparison."
- b. * "We will draw our comparison between an ASC County Office and a farmer."
- c. (Put following sketch on BLACKBOARD. Talk while doing blackboard work and announce each item as you write it.)

	ASC COUNTY OFFICE	FARMER
MAJOR ACTIVITY =	ADMINISTERING FARM PROGRAMS	FARMING
PROGRAM =	ADMINISTRATION	GROWING WHEAT
OPERATION =	PREPARING EXPENSE ACCOUNT	PREPARING SEED BED
JOB =	PREPARING CSS FORM 496	PLOWING
STEP =	TOTAL LEFT HAND COLUMNS	SET DEPTH OF PLOW
ITEMS INVOLVED =	HOW, WHY, ETC.	HOW, WHY, ETC.

- d. The Staff Development Chart shows the Programs and Operations in each county office.
- e. * "To serve as a basic guide I shall give each of you a brief listing of some of the major program areas and the operations represented in each."
- f. * "You make such individual adjustment and adaptations as will suit your particular county office."
- (1) (Distribute one copy of Exhibit 1-A to each conferee--Staff Development Chart Guide.)

6. OUTLINE Chart Preparation

- a. A Staff Development Chart is to be prepared in each county office.
- b. Each Farmer Fieldman will help his own County Office Managers prepare this chart in their own county office.
- c. Charts are drawn to accurate scale, so they may be trimmed and used as extensions across or up and down.
- d. Where split chart is large enough, inside and outside operations can be shown in upper and lower sections respectively.
- e. Where large chart is used, will probably be necessary to use a second chart for listing outside operations.

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
6. (Continued)	<ul style="list-style-type: none">f. Ordinarily the County Office Manager will be listed on the chart, but a check mark instead of the symbols may be used to show his familiarity with operations.g. (<u>Discuss and invite reactions and observations.</u>)h. (Suggest that fieldmen may wish to prepare a similar chart listing all their county office managers and their acquaintance with program operations, their skill in management functions, etc.)i. (State Offices may find a similar chart on State Office employees very useful.)j. (Encourage additional uses and adaptations as they may find helpful.)k. (<u>ERASE BLACKBOARD.</u>)

SECTION IV - Simplifying Procedures

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. ACQUAINT with Purpose & Use of Job Breakdown	<p>a. * "_____, will you please read the 2nd major item listed on the 'Preparation' side of your little card?"</p> <p>(1) (Ans. Obtain or make Job Breakdown.)</p> <p>(2) (Thank conferee for response.)</p> <p>b. * "In recent years the number and complexity of farm programs has grown steadily."</p> <p>c. * "Constant progress has been made to consolidate and simplify our procedures, but admittedly much more needs yet to be done."</p> <p>d. * "Many of our present procedures are difficult to interpret uniformly, awkward to piece together, and not too well adapted for modern training methods."</p> <p>e. * "Too often vital information or 'know-how' is either buried or missing, which results in mistakes, delays and misunderstandings."</p> <p>f. * "The primary purpose of the Job Breakdown is to help you instruct EFFECTIVELY."</p> <p>g. * "In the so-called 'Job Breakdown' we have a simplified form of procedure which lists simply and accurately the organized sequence and know-how of a skilled work pattern for accomplishing each individual job unit."</p> <p>h. * "To save time, avoid confusion and minimize expense, it is planned that these will be prepared at the national level by national office personnel for all programs and operations."</p> <p>i. * "As these are made available, they will replace the present related procedures."</p>
2. Explain Structure & Value	<p>a. Staff Development Chart lists major programs and the operations involved in each program.</p> <p>b. Job Breakdown will record necessary actions taken in proper order to complete each job within each operation.</p> <p>c. It organizes procedures in most effective form for use in getting 'know-how' over to others.</p>

WHAT TO KNOW OR DO (Steps)WHAT IS INVOLVED (Items)

2. (Continued)

- d. * "Let's examine one operation to see some of the jobs or work units which it contains."

(1) (Write the following on the BLACKBOARD and explain what you are writing.)

OPERATION = PLANIMETERING & COMPUTATIONS

JOBS = (1) KNOWLEDGE OF INSTRUMENT
 (2) ASSEMBLING PLANIMETER
 (3) READING PLANIMETER
 (4) USE OF PLANIMETER
 (5) CHECKING OF PLANIMETER
 (6) RECORDING COMPUTATIONS

- e. * "As is evident, within each of these jobs is a series of logical steps which must be followed in a certain way and for good reasons if the job is to be done skillfully."

- f. * "The Job Breakdown explains in simple terse language--

WHAT TO DO in logical sequence,
 WHAT IS INVOLVED in doing each part exactly right,
 KNACKS, TRICKS, SHORT-CUTS, SPECIAL INFORMATION, ETC.,
 ANYTHING that makes job EASIER, FASTER, or SAFER.

(1) (Distribute to each conferee one Sample Breakdown--Exhibit No. 2.)

- g. * "This sample records the actual WHAT, HOW, WHY, etc. of an actual job."

- h. * "It records the reason for and purpose of the job--what makes it necessary and causes it to get under way."

- i. * "It itemizes the equipment and supplies needed to do the job properly."

- j. * "It lists in the left-hand column the logical sequence of work-steps that must be taken to do the job."

- k. * "It shows in the right-hand column the HOW, WHY, WHEN, etc. necessary to do each step exactly right."

- l. * "An actual Job Breakdown spelling out in detail how to prepare such procedures is available, if desired."

(1) (Invite comments & answer questions BEFORE erasing BLACKBOARD.)

SECTION V - Scheduling & Arrangements

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. INTRODUCE Procedure Review Schedule	<p>a. * "Your Staff Development Chart has helped you spot your training needs and the Job Breakdown is the procedure you will follow in getting job know-how over to the employee in question."</p> <p>b. * "We now need a good time-table to plan our time for helping the employee learn to do the job skillfully."</p> <p>c. * "For our purposes we call this a Procedure Review Schedule."</p> <p>d. * "You will note that this is the third major item listed on the 'Preparation' side of our little card."</p> <p>(1) (Ask one of the conferees to read this item. Then thank him.)</p> <p>e. * "Let's take a look at a sample schedule and see how it is prepared and used."</p> <p>(1) (Distribute one copy to each conferee of Exhibit #3, Procedure Review Schedule.)</p>
2. DISCUSS Preparation & Use	<p>a. * "You will see that the Monthly Expense Account operation used in this sample breaks down into 6 specific jobs."</p> <p>(1) (Explain each entry on the heading.)</p> <p>(2) (Point out how progress is recorded in the "Unit Completed" column.)</p> <p>(3) (Advise that "Remarks" column is for special notations which will serve as reminders to the instructor.)</p> <p>b. * "When the entire procedure has been mastered, indicate a definite date or dates to follow up." (Show where and how.)</p> <p>c. * "Place the learning symbol (O) on the Staff Development Chart when instruction actually gets under way."</p>
<hr/> <p style="text-align: center;">PLACE SYMBOL O ON STAFF DEVEL. CHART</p> <hr/>	
	<p>d. * "When entire operation has been reviewed, place the horizontal line through the symbol to signify that the employee understands the complete operation."</p> <p>(1) (Put line through symbol on <u>BLACKBOARD.</u>)</p>

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
2. (Continued)	<p>e. * "As soon as the designated follow-through is completed and you can certify the worker as competent on the Staff Development Chart, this form may be discarded."</p> <p>(1) (Draw vertical line through symbol on <u>BLACKBOARD</u> to certify competent.)</p> <p>(2) (Invite questions and comments. Check conferees' understanding.)</p> <p>(3) (<u>ERASE BLACKBOARD.</u>)</p>
3. STRESS Readiness	<p>a. * "We have now discussed the first three elements for adequate preparation."</p> <p>b. * "_____, will you please read the final major item on your little card?"</p> <p>(1) (Ans. Have Everything Ready, etc.)</p> <p>(2) (Thank conferee for response.)</p> <p>c. * "_____, why do you think it is important to have everything ready before any job is actually started?" (<u>Get response.</u>)</p> <hr/> <p>EVERYTHING READY</p> <hr/> <p>d. * "_____, what headaches can be avoided by having necessary equipment, materials and supplies conveniently available before actual instruction begins?" (<u>Get response.</u>)</p> <hr/> <p>MATERIALS & SUPPLIES AVAILABLE</p> <hr/> <p>e. * "_____, what will be the likely effect upon the learner if the work place is neatly and properly arranged?" (<u>Get response.</u>)</p> <hr/> <p>WORK PLACE NEAT</p> <hr/> <p>f. * "Mention is made of setting the proper example. May I also suggest that the instructor, whoever he may be, should be careful about the following:</p> <p>--Clean, sweet breath.</p> <p>--Clean body free from odors</p> <p>--Tidy appearance of hair & clothes."</p>

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
3. (Continued)	<ul style="list-style-type: none">g. * "Take precautions to avoid being offensive in:-<ul style="list-style-type: none">--manner,--speech,--personal cleanliness--orderliness."h. * "Remember, you are setting the example you wish followed."i. * "Do it right and save future headaches by doing those things which will help the employee learn most quickly and easily."
4. REVIEW Preparation Steps	<ul style="list-style-type: none">a. * "Before going on to the instruction method, let's be sure we understand the purpose and value of these four preparation steps."<ul style="list-style-type: none">(1) (Ask leading questions of each item covered so far to make sure they understand.)(2) (Keep the review brief and to the point without stifling questions or observations.)b. * "The notations on your little card will serve as a reminder of these four items. Refer to them frequently."c. * "We are now ready to examine in detail how these tools fit into our method of instructing."d. (<u>ERASE BLACKBOARD.</u>)

SECTION VI - Laws of Learning

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. EXPLAIN Objectives	<p>a. * "This method of instruction is not new, but is much improved over earlier efforts as a result of experience."</p> <p>b. * "Improvement has resulted from incorporating every basic law of learning and using the best methods known for remembering."</p> <p>c. * "When properly used with an adequate and accurate procedure in Job Breakdown style, each employee will--</p> <ul style="list-style-type: none"> * (1) understand all assigned jobs thoroughly; * (2) learn to do them skillfully and correctly the FIRST TIME he does them; * (3) do them in such a way that desired speed will follow quickly."

OBJECTIVES - SKILL, SPEED, KNOW-HOW

2. INTRODUCE Learning & Remembering	<p>a. * "Many of us unconsciously make our work hard by using a 10% or 20% effective method of instruction."</p> <p>b. * "What we will now be discussing is the application of an approach that has proven to be 90% effective or better."</p> <p>c. * "It is based on exhaustive studies at leading universities and industrial establishments to discover just how we learn and remember."</p> <p>(1) (The completed blackboard work below shows how you will place each item as you develop it from this point. Follow Guide to develop each item.)</p>
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<u>HOW WE LEARN</u>	<u>HOW WE REMEMBER</u>
ASSOCIATION	10% of what we READ
ONE STEP AT A TIME	20% " " " HEAR
INTEREST - DESIRE	30% " " " SEE
DOING	50% " " " SEE & HEAR
PRACTICE - REPETITION	70% " " " SAY or DO
REASONING - HOW & WHY	90% " " " SAY or EXPLAIN
SATISFACTION - APPRECIATION	as we DO

WHAT TO KNOW OR DO (Steps)WHAT IS INVOLVED (Items)

3. DISCUSS How We Learn

a. * "First we'll examine HOW WE LEARN."

HOW WE LEARN

- b. An individual learns only as he builds upon present experience or ties up the new experience with those he has already had.

- * (1) "_____, how might we illustrate in simple words just what this means?"
(2) (Write on BLACKBOARD as he answers.)

ASSOCIATION

- c. He learns only one step at a time. Some learn more quickly than others, but they still only learn one chunk at a time.

- * (1) "_____, what in your own experience leads you to agree or disagree?"
(2) (Write on BLACKBOARD as he answers.)

ONE STEP AT A TIME

- d. He learns best those things he wants to do.

- * (1) "_____, why is interest or desire important to learning?"
(2) (Write on BLACKBOARD as he answers.)

INTEREST - DESIRE

- e. He learns best by doing. "We learn to do by doing."

- * (1) "_____, please give us some examples of skills or habits which illustrate this principle."
(2) (Write on BLACKBOARD as he answers.)

DOING

- f. He learns best when he gains insight into the problem or operation.

WHAT TO KNOW OR DO (Steps)

WHAT IS INVOLVED (Items)

3. (Continued)

- * (1) "_____, from your own experience recall, if you can, how the lack of knowing HOW or WHY caused you some difficulty or embarrassment."
- (2) (Write on BLACKBOARD as he answers.)

REASONING - HOW & WHY

- g. He gains skill when practice accompanies his experience.

- * (1) " , do you recall any simple mottos that say this in a different way?" (Strive for "Practice makes perfect," "If at first you don't succeed,..." etc.)
- (2) (Write on BLACKBOARD as he answers.)

PRACTICE - REPETITION

- h. He learns best when practice is accompanied by satisfaction.

- * (1) " , how do you react--or perhaps your wife--if you are ignored or never given credit for what you do?"
- (2) (Write on BLACKBOARD as he answers.)

SATISFACTION - APPRECIATION

- i. * "A sound method of instruction will not overlook a single one of these elements."
- j. * "The method we shall be learning makes use of all of them."

4. EXAMINE How we Remember

- a. * "It is also important to understand how we remember."

HOW WE REMEMBER.

- b. * "In this way we can discover what method will give best results with least effort."
- c. * "The following percentages are based on independent studies conducted by several leading universities over a period of three or four years."

WHAT TO KNOW OR DO (Steps)WHAT IS INVOLVED (Items)4. (Continued)

- d. We remember approximately 10% of what we READ.

(1) (That's why we should avoid using a method that relies on reading alone - expecting a person to learn a job by reading a procedure or understanding an instruction properly merely be reading it.)

10% of what we READ

- * (2) "Have any of you been expected to learn in this way? Have any of you wondered before why this brings poor results?"

- e. We remember approximately 20% of what we HEAR.

- * (1) "How often have you heard: 'I've told him a thousand times.' That's what comes from using a 20% method."

20% of what we HEAR

(2) (Gossip and by word of mouth are good examples.) (Ears only.)

- f. We remember approximately 30% of what we SEE.

30% of what we SEE

(1) (Law requires two or more witnesses.)

(2) (Showing a person is only 30% effective because only his eyes record the work.)

- g. We remember approximately 50% of what we SEE & HEAR.

50% of what we SEE & HEAR

(1) Is a good method, but not adequate by itself. Uses eyes and ears only.

(2) Is effective for presentation if broken down into easy learning units.

WHAT TO KNOW OR DO (Steps)

WHAT IS INVOLVED (Items)

4. (Concluded)

- h. We remember up to 70% of what we SAY or DO.

70% of what we SAY or DO

- * (1) "How often we hear someone say, 'Why I remember exactly what I said to him.'"
 - * (2) "That individual used a 70% method for his own remembering, but gave his listener the benefit of only a 20% method--hearing."
 - (3) Without the benefit of reasoning a thing out, we have a right to expect only a 70% performance of a person who does a thing, even though he does it often.
- i. We remember up to 90% of what we SAY or EXPLAIN as we DO a thing.

90% of what we SAY or EXPLAIN as we DO

- (1) This approach, plus practice, results in a near-100% method of learning IF it also observes the fundamentals of how we learn.
 - (2) The heart of the instruction method we are learning includes all these factors.
 - * (3) "It enables a worker under most favorable circumstances to SEE a job as he DOES it, to EXPLAIN it or REASON it out as he DOES it, and to HEAR himself EXPLAIN it while he is DOING it."
 - * (4) "A worker so instructed is able to UNDERSTAND the job and is able to DO it CORRECTLY and with reasonable SPEED the FIRST TIME he DOES the job."
- j. * "Now let us learn the details involved in applying such an effective method of instruction."
- (1) (ERASE BLACKBOARD.)

SECTION VII - Conditioning the Employee

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. STRESS Need for Conditioning	<p>a. * "_____, what is the first step shown on our cards for effective instruction?" (1) (Strive for: <u>Condition the Employee.</u>)</p> <p>b. * "_____, why do you think this is important?" (1) (Jot response on Blackboard.) (2) (Encourage reference to cards.) (3) (Draw out of group the value of getting the employee in a happy, receptive state of mind for best results.)</p>
2. EMPHASIZE Effect of Personal Interest	<p>a. * "_____, how does our card suggest we begin?" (<u>Make him feel welcome, etc.</u>)</p> <p>b. * "_____, what have you found to be an effective way to do this?" (1) (Encourage two or three responses.) (2) (Be sure to stress that both the instructor and the worker are naturally nervous and this helps relieve the tension of both.)</p> <p>c. * "In other words, PEOPLE do not CARE How much we KNOW If they do not KNOW How much we CARE."</p> <p>d. * "The secret is just to treat him the way you would like to be treated if your positions were reversed."</p>

APPLY THE GOLDEN RULE

3. SHOW Need for Association	<p>a. * "After we have made him feel at ease, _____, what does the card suggest we do next?" (<u>State the job, etc.</u>)</p> <p>b. * "_____, why do you feel this is important? How would you go about it?" (1) (Point out that the worker is anxious to know <u>WHAT</u> the job is and <u>HOW</u> it fits into the complete operation.) (2) (Explain that this observes the law of learning called <u>ASSOCIATION.</u>)</p>
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WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
4. STRESS Value of Creating Interest	<p>a. * "_____, why is it important to <u>create interest in learning the job</u>, as the card next suggests?"</p> <p>(1) (We learn best those things in which we are really interested.)</p> <p>(2) (It is a recognition of the law of learning--INTEREST--we discussed earlier.)</p> <p>b. * "_____, how would you suggest creating interest, for example, in the job of preparing listing sheets?"</p> <p>(1) (Encourage specific examples.)</p> <p>(2) (If appropriate, relate U. S. Steel spittoon incident between Paul V. McNutt and Edward Stettinius--refer to Section XII for details.)</p> <p>c. * "In other words, you've got to make 'em sick so they'll take your pill."</p> <p>d. * "All of us, I am sure, do a better job when we are sincerely interested."</p>
5. UNDERSTAND Need for Correct Positioning	<p>a. * "_____, will you please read the next notation in this section?" (<u>Place in correct working position.</u>)</p> <p>b. * "_____, how would you explain or demonstrate what the correct position is?"</p> <p>(1) (Strive for: The position which makes it easy and comfortable for the employee to do the work as he actually will be doing it.)</p> <p>c. * "_____, why is the correct working position important?"</p> <p>(1) (Emphasize that mistakes are more likely if worker sees work done backwards--from across the table.)</p> <p>(2) (Point out that worker naturally feels awkward and that a comfortable position will keep him more relaxed.)</p>
6. EXPLAIN Use of Instruction Tools	<p>a. * "The final notation in this section suggests that you should '<u>explain your use of Breakdown and Card.</u>'"</p> <p>b. * "This method of instruction requires the visible use of the Job Breakdown and the instruction card."</p> <p>c. * "As we demonstrate this method, you will observe how important and useful these tools are."</p>

WHAT TO KNOW OR DO (Steps)WHAT IS INVOLVED (Items)6. (Concluded)

- d. * "Unless you explain your use of the card with the Breakdown, it will serve to confuse and distract the worker. THIS MUST NOT BE OVERLOOKED!"
- (1) (Recall to them how you made an explanation of HOW and WHY you would be using your manual with the card.)
 - (2) (They have had visual evidence of your own use and you now realize how helpful it is to keeping on the beam.)
 - (3) (Stress that this method does not intend that the learner shall either examine or read the Breakdown during the actual instruction.)
- e. * "Ordinarily, all you need say is:
- * (1) "You will observe that I shall be using this written outline of the actual job sequence, and that
 - * (2) "I shall be using this little card as a guide to be sure I properly explain and demonstrate each item before moving to the next one.
 - * (3) "These are reminders to enable me to check up on myself.
 - * (4) "If I use them properly, I can be sure that you understand the job thoroughly.
 - * (5) "Trying to read or figure them out at this point will just confuse you, so please just ignore them."
 - (6) (ERASE BLACKBOARD.)

7. REVIEW Conditioning Process

- (a) Before demonstrating this first step I want to be sure you understand each item.
- (1) (Ask them to respond to your questions without referring to their cards, if possible.)
 - (2) (Ask such leading questions as will develop the items covered in the previous six steps of your guide. THIS IS YOUR TELL-BACK. Use it.)
 - (3) (If any do not fully understand, the demonstrations will make it clear.)

WHAT TO KNOW OR DO (Steps)WHAT IS INVOLVED (Items)

8. DEMONSTRATE First
Instruction Step

- a. "I shall now demonstrate how to apply the first step in instructing: Condition the Employee."
- (1) (Explain briefly job and worker situation.)
 - (2) (Be sure all materials are neatly arranged, that Breakdown to be used, as well as Instruction Card, are positioned in advance.)
 - (3) (Feel free to use Sample Staff Development Chart during demonstration.)
- b. * "_____, will you please serve as the employee in this demonstration."
- (1) (Advise conferees to observe closely your observance of the items listed under "Condition the Employee". Ask them to make written notes of your performance--good or bad--so they may offer specific suggestions or criticisms after the demonstration.)
 - (2) (Demonstrate ONLY Step 1 - Condition the Employee - at this point. Put on a reasonably smooth performance to set the example for those who follow.)
 - (3) (Upon completion, thank the "learner" for his cooperation and let him return to his place.)

9. CONDUCT Brief Critique

- a. * "Let's review this demonstration by referring to our cards and notes we have made."
- (1) (Invite comments on performance.)
 - (2) (Ask leading questions to evaluate the performance on the basis of the various notations shown on the card and observations recorded by conferees.)
 - (3) (Avoid experting the demonstration, but have the group make observations designed to improve the performance.)
 - (4) (Use BLACKBOARD to jot down points made in the critique. Always ERASE before proceeding with next demonstration.)
-

WHAT TO KNOW OR DO (Steps)

1. INTRODUCE Job Presentation

- a. * "Now that the employee is ready, _____,
what does the card suggest we do next?"
(Acquaint with job in small units.)

ACQUAINT WITH SMALL UNITS

- b. * " ", how does this suggestion tie in with our basic laws of learning?" (We learn a step at a time.)
- (1) (Instructing too much too fast makes learning difficult and subject to mistakes and misunderstandings.)
 - (2) (Illustrate with story of sprouted potatoes or other suitable story.)
- c. * "Our Job Breakdown reduces procedures to individual steps taken in logical sequence to do the job. One or two steps should comprise the small unit."
- (1) (Point out that unless your breakdown is both accurate and adequate, you do not have a proper tool for accomplishing this task.)

2. DISCUSS Need to Explain & Demonstrate

- a. * "_____, how does the card suggest we present these units?" (Explain and demonstrate one important STEP at a time.)

EXPLAIN & DEMONSTRATE STEP AT A TIME

- b. * "_____, what does Explain & Demonstrate mean to you?" (Discuss & clarify.)
- (1) (This means more than telling, more than showing, more than illustrating.)
 - (2) (This insures seeing and hearing exactly WHAT must be done.)

3. CLARIFY Importance of
What is Involved

- a. * "As we examined our sample Breakdown, _____, what kind of information did it contain besides the STEPS or WHAT TO DO?" (What is involved--How, Why, etc.)

WHAT TO KNOW OR DO (Steps)WHAT IS INVOLVED (Items)3. (Concluded)

- b. * "How does our card suggest we handle these items, _____?" (STRESS each ITEM INVOLVED in doing it.)

STRESS EACH ITEM INVOLVED

- c. * "What kind of information should these items give us?"
- (1) (Jot down responses on BLACKBOARD.)
 - (2) (Should include the HOW, WHY, etc., knacks and special information which enable the expert to do his work skillfully.)
- d. * "These items spell the success of the job if observed and its failure if overlooked."
- (1) (Explain that we always tell the learner IN ADVANCE exactly how many items are involved as we explain each step and demonstrate it.)
 - (2) (Reason is that he will not divide his attention from the instruction he is receiving and it makes it easier for us to check back on his performance in turn.)
- e. It is not enough merely to mention each item. They must be STRESSED.

4. STRESS Care & Patience

- a. * "What suggestions are given on the card, _____, for handling the instruction?"
- (1) (Strive for: Instruct clearly, completely, patiently, but no more than can be mastered.)

CLEAR - COMPLETE - PATIENTLY - SMALL DOSES

- b. Too much too fast confuses the worker, makes him tense and unable to learn quickly and accurately.
- c. Small doses makes easier unit to grasp and try out. Saves time and mistakes in long run.
- (1) (ERASE BLACKBOARD.)

SECTION IX - Performance Try Out

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. INTRODUCE Performance Try Out	<p data-bbox="659 241 1336 358">a. * "In order to use a 90% learning method, we must now consider how to get the learner to reason the job out and to explain it as he does it."</p> <p data-bbox="659 374 1336 429">b. * "_____, what does our card suggest we do next?"</p> <p data-bbox="734 444 1351 476">(1) (Strive for: <u>TRY OUT PERFORMANCE.</u>)</p> <hr/> <p data-bbox="795 535 1093 564" style="text-align: center;">TRY OUT PERFORMANCE</p> <hr/> <p data-bbox="659 619 1381 674">c. * "Why do you think this is important, _____? What purpose does it serve?"</p> <p data-bbox="734 689 1381 776">(1) (This embodies the DOING, without which there can be no satisfaction, no sense of accomplishment.)</p> <p data-bbox="734 791 1351 878">(2) (No instruction is complete until the worker's satisfactory performance has been demonstrated.)</p>
2. DISCUSS Responsibility for Success	<p data-bbox="659 946 1321 1001">a. * "_____, how does the card suggest we get started on this try out?"</p> <p data-bbox="734 1017 1366 1072">(1) (Strive for: <u>Explain your responsibility for employee's success.</u>)</p> <hr/> <p data-bbox="810 1134 1153 1164" style="text-align: center;">EXPLAIN RESPONSIBILITY</p> <hr/> <p data-bbox="659 1219 1397 1305">b. * "How much responsibility, _____, do you feel the instructor has for the learner's success?"</p> <p data-bbox="734 1321 1381 1462">(1) If the worker doesn't learn to do the job correctly, quickly and understandingly, it is primarily because the instructor hasn't done a proper or adequate job of instructing.</p> <p data-bbox="734 1477 1381 1564">(2) It has become axiomatic that "IF THE WORKER HASN'T LEARNED, THE INSTRUCTOR HASN'T TAUGHT."</p> <p data-bbox="659 1579 1351 1634">c. * "_____, what good effect might such an explanation have upon the worker?"</p> <p data-bbox="734 1650 1366 1705">(1) Keeps learner from being put "on the spot."</p> <p data-bbox="734 1720 1276 1752">(2) Keeps worker relaxed--at ease.</p>

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
2. (<u>Concluded</u>)	<p>d. * "What possible benefit do you see for the instructor, _____?"</p> <p>(1) Forces him to use this proven method if he is willing to accept such responsibility.</p> <p>(2) Will require a thorough job and eliminate retraining, mistakes, etc.</p> <p>e. * "Before the try out the worker is naturally a bit edgy. This relaxes him and enables him to do his best."</p>
3. ANALYZE Silent Try Out	<p>a. * "With this explanation made, _____, how does the card suggest we get under way?"</p> <p>(1) (<u>Have him do unit explained and demonstrated. Observe & correct errors.</u>)</p> <hr/> <p>TRY OUT UNIT - OBSERVE - CORRECT ERRORS</p> <hr/> <p>(2) Ordinarily worker will prefer doing step or work unit silently the first time to get the feel. Let him talk if he wishes to do so.</p> <hr/> <p>SILENTLY THE FIRST TIME</p> <hr/> <p>b. * "_____, why is it important not to interrupt him at this point unless he gets into serious difficulty?"</p> <p>(1) He will tense up and lose feeling of continuity.</p> <p>(2) He will sense your lack of confidence in him.</p> <p>c. * "If mistakes are made, _____, how would you suggest correcting them?"</p> <p>(1) Merely say: "Apparently I didn't make this point clear to you, so let's go over it again."</p> <p>(2) Take blame yourself. Never embarrass worker. Keep him at ease.</p> <p>d. The worker's silent performance enables you to observe the worker and the work so you may easily correct errors.</p>

WHAT TO KNOW OR DO (Steps)WHAT IS INVOLVED (Items)

4. UNDERSTAND Why the TELL BACK
- a. * "We now get to the heart of this method."
 - b. * "This is commonly known as the TELL BACK."
 - c. * "BEFORE we check the learner's reasoning, our card suggests making an explanation. _____, will you please read it for us?"
- (1) (Strive for: Explain purpose and value of TELL BACK.)

EXPLAIN WHY THE TELL BACK

- d. For years it was known that the principle of TELL BACK was absolutely sound; yet we were getting spotty results.
- e. Then we discovered WHY. We had failed to explain the value and purpose to the learner and he instinctively resented repeating back in a poll parrot fashion.
- f. The explanation should advise him that--
 - (1) You wish him to explain back in his own words as he does the job unit again just WHAT he is doing and everything important that is involved in doing it right: HOW, WHY, etc.
 - (2) The first reason is that it enables the instructor to check back on himself to make sure not a single point has been overlooked.
 - (3) The second reason is that it enables the worker to use a proven 90% method of remembering since he can ordinarily only remember 10% of what he reads, 20% of what he hears and 30% of what he sees, but up to 90% of what he does as he explains it.
 - (4) It is a courtesy to both the worker and the instructor.
- g. Ordinarily the explanation need only be made once to a worker if it is made thoroughly.

5. EXAMINE Tell Back

- a. * "Once we have explained WHY the TELL BACK, our card suggests we 'have him do unit again as he explains WHAT he is doing, HOW and WHY.'"

WHAT TO KNOW OR DO (Steps)WHAT IS INVOLVED (Items)5. (Concluded)HAVE WORKER TELL BACK

- b. (Point out that this enables the worker to use all his major senses:
- (1) He actually does the work--FEELING.
 - (2) He sees himself do it--SEEING.
 - (3) He reasons it out loud--THINKING.
 - (4) He explains in own words--TALKING.
 - (5) He hears own explanation--HEARING.
 - (6) If it involves smell or taste, he does so--SMELLING and TASTING.

FEELING	SEEING	THINKING
TALKING	HEARING	SMELLING
	TASTING	

- (7) And all of this in an atmosphere that is friendly and conducive to learning.
- c. This enables a worker to understand thoroughly the HOW and WHY as well as the WHAT, etc.
- d. When worker does unit explained silently, you can watch worker and work. When he gives TELL BACK you can watch Job Breakdown.

6. STRESS Understanding

- a. * "Should you be satisfied with a fair performance, _____? If not, why not?"
- (1) (Be sure they understand that the main purpose of this instruction is to make sure the worker understands and can do the work.)
- b. * "_____, what does the next notation on the card advise us to do?"
- (1) (Strive for: Be sure he understands.
Repeat if necessary.)

MUST UNDERSTAND - REPEAT IF NEEDED

- c. * "Repetition and practice will develop skill and self-confidence."

WHAT TO KNOW OR DO (Steps)WHAT IS INVOLVED (Items)

7. EMPHASIZE Repetition

- a. * "_____, what does the last item in Step 3 suggest?"

(1) (Strive for: CONTINUE until you KNOW he KNOWS.)

YOU MUST KNOW HE KNOWS

- b. * "Can you ever be sure a worker knows? How do you feel about it, _____?"

(1) (Get feelings of two or three conferees.)

- c. * "Let me illustrate in a rather homely way why you and he can both KNOW he KNOWS."

(1) (Develop this completed chart in accordance with the notations which follow it.)

<u>STEPS</u>	<u>INSTRUCTOR</u>	<u>WORKER</u>
{ 1.	→	←←
{ 2.	→	←←
{ 3.	→	←←
{ 4.	→	←←
{ 5.	→	←←
{ 6.	→	←←
{ 7.	→	←←
{ 8.	→	←←
{ 9.	→	←←
{ 10.	→	←←

- d. * "If we follow this method properly, we will have the worker actually go through each part of the job a minimum of three or four times."

(1) This repetition results in a near-100% performance.

(2) It enables you to know beyond question that the worker knows and he will be equally confident.

- e. * "Let's suppose now that the worker is learning a job with ten successive steps." (Write the word "STEPS" and then list numbers 1 to 10 as shown.)

WHAT TO KNOW OR DO (Steps)WHAT IS INVOLVED (Items)

7. (Concluded)

- f. * "The Instructor (write word INSTRUCTOR) acquaints the worker (write WORKER) with the first STEP (draw arrow under INSTRUCTOR toward WORKER, as shown).
- g. * "The Worker then does that STEP (draw arrow from WORKER toward INSTRUCTOR).
 - * (1) "If he does it once silently and once with the TELL BACK, we can show a double arrow for the repetition."
- h. * "In the same way the Instructor presents the second and third STEPS and the WORKER demonstrates." (Draw appropriate arrows.)
- i. * "After about three STEPS, or whatever forms a logical group, the WORKER is asked to combine them and explain so he learns how the individual STEPS fit together in sequence. (Draw bracket in front of 1,2,3.)"
- j. * "This is either the 2nd or 3rd repetition, depending upon whether each STEP has been done silently."
- k. * "Then the Instructor and the Worker go through STEPS 4, 5, and 6 in the same way (draw proper arrows) and then combine these three (draw bracket in front of 4,5,6)."
- l. * "This is repeated with STEPS 7, through 10. (Draw proper marks.) Then we combine the groups of STEPS (draw large bracket) and have a TELL BACK on the entire job."
- m. * "In other words, we give the learner a small chunk; he does and explains it back. We then have him combine a group of chunks and finally the entire job."
- n. * "By the time the WORKER has given a TELL BACK on each STEP at least THREE times and done them possibly FOUR times, both the INSTRUCTOR and the LEARNER will KNOW he KNOWS."
 - (1) Occasionally you may find it desirable to go over the complete job a 2nd time, particularly if it is quite complex.
- o. * "For your own peace of mind, as well as the worker's, you must not HOPE he knows or PRAY he knows; you must KNOW he KNOWS. Nothing less will result in speed, understanding and skill."

WHAT TO KNOW OR DO (Steps)

WHAT IS INVOLVED (Items)

8. REVIEW Instruction Steps

- a. * "To make certain that we have this instruction process clearly in mind, let's review it briefly to this point."
(ERASE BLACKBOARD.)
- b. * "Now without referring to your cards-- unless it is absolutely necessary--what are the four things we should do in getting ourselves prepared to instruct. _____, what is the first one? _____, what is the second? etc."
(1) (Ask sufficient questions to make certain they understand the elements in Preparation.)
- c. * "In launching the instruction, what is the first thing we are supposed to do to the worker? _____?" (Condition the employee.)
(1) (Continue this kind of questioning, as seems needed, through the three Instruction steps discussed so far.)
(2) (Invite one conferee to come forward and sketch out, as you did with the chart just erased, his understanding of how the instruction process actually fits together and works.)
(3) (Encourage brief comments and questions until you are sure they understand the general pattern.)
(4) (Jot responses down on BLACKBOARD, if you wish, as you conduct your review. Then ERASE BLACKBOARD.)
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SECTION I - Follow Through

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. DISCUSS Importance of Follow Through	<p>a. * "After we have completed the instruction discussed so far, _____, what still remains to be done?"</p> <p>(1) (Strive for: <u>FOLLOW THROUGH.</u>)</p> <hr/> <p style="text-align: center;">FOLLOW THROUGH</p> <hr/> <p>b. * "Why do you feel this is important, _____?"</p> <p>(1) Enables you to check results.</p> <p>(2) Prevents dissatisfaction and sloppy work.</p>
2. STRESS Putting on Own	<p>a. * "_____, how does our card suggest we begin?"</p> <p>(1) (Strive for: <u>Put him on his own.</u>)</p> <hr/> <p style="text-align: center;">LET HIM CARRY THE BALL</p> <hr/> <p>b. * "How would you suggest doing this, _____?"</p> <p>(1) You are safe if he has been instructed properly.</p> <p>(2) He knows he knows and is anxious to have a responsibility all his own.</p> <p>(3) This is an expression of confidence in him.</p> <p>(4) Guard against putting him on the spot or expressing doubt in his ability.</p>
3. EMPHASIZE Available Help	<p>a. * "The card suggests next that we 'designate to whom he goes for help.' _____, why is this important?"</p> <p>(1) To prevent "bum steer".</p> <p>(2) To provide sympathetic source of help.</p> <p>b. * "_____, who should this ordinarily be?"</p> <p>(1) Self or competent person. Be specific.</p> <p>c. * "In case it is someone other than yourself as the instructor, how would you handle it, _____?"</p> <p>(1) Always confirm designation in presence of person selected. This breaks the ice.</p>

WHAT TO KNOW OR DO (Steps)

WHAT IS INVOLVED (Items)

4. CHECK Skill & Give Credit

- a. * "Let's jot down the key points we have just discussed."

 WHO WILL ASSIST - BE DEFINITE

- b. * "_____, what is the next notation on your card?"

- (1) (Strive for: Review performance.
Give credit due.)

 REVIEW - GIVE CREDIT DUE

- c. * "How will reviewing performance help the worker and ourselves, _____?"

- (1) Shows interest in the worker.
- (2) Helps us determine skill attained.
- (3) Initial review should be as a result of follow-up scheduled on Performance Review Schedule.
- (4) Affords means of giving deserved praise or recognition.

- d. * "_____, why is it important to GIVE the credit due a person?"

- (1) Is form of appreciation and brings satisfaction.
- (2) It is IMPORTANT, however, to tell them "while it's hot."
- (3) Ties in final law of learning--satisfaction and appreciation.
- (4) Notice that it says "give", not "expect" or "take".

- e. * "This enables you to let him know--
--how he is doing,
--where he stands,
--what he can do to improve."

- f. * "Review will enable you to determine weak points, if any, and to retrain where necessary."

- g. * "When you are fully satisfied that he is competent in handling a certain operation, you may let him know and complete the appropriate symbol on the Staff Development Chart."

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
5. MANIFEST Continued Interest	<p>a. * "The concluding notation in this section suggests that we '<u>manifest continued interest</u>'. How might this be done, _____?"</p> <p>(1) Act interested and you'll be interested.</p> <p>(2) Give him an opportunity to learn and handle additional operations.</p> <hr/> <p>SHOW CONTINUED INTEREST</p> <hr/> <p>(3) If you show interest in them and in their problems, they will be interested in you and your welfare.</p> <p>b. * "In short, treat them the way you would appreciate having them treat you--and they will too!"</p>
6. DEMONSTRATE Instruction Process	<p>a. * "We are now ready to demonstrate the entire instruction process."</p> <p>(1) (<u>ERASE BLACKBOARD.</u>)</p> <p>b. (BEFORE the demonstration starts:</p> <p>(1) Distribute blank breakdown sheets to serve as work sheets.</p> <p>(2) Ask conferees to jot down on these sheets what they can "catch" of WHAT IS DONE and WHAT IS INVOLVED in the job as it is demonstrated.</p> <p>(3) Ask them to follow their "instruction cards" and note on their work sheets any errors, omissions or highlights so they may contribute constructive suggestions later in the critique.)</p> <p>(a) (The purpose of this procedure is to give them some experience in actually working out a Job Breakdown, to become aware of problems resulting from relatively poor instruction, and to observe the value of following the breakdown closely while using the card as a guide.</p> <p>c. (DEMONSTRATE instruction procedure discussed.)</p> <p>(1) (Invite one conferee to serve as the learner or new employee.)</p>

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
6. (<u>Concluded</u>)	<ul style="list-style-type: none">(2) (Caution the conferees not to interrupt during the demonstration, but to make their critique at the end from their notes.)(3) (Use your card and sample breakdown to present an effective demonstration showing how to follow the instructions on the card while you proceed to apply the instruction method effectively in this simulated instruction set-up. Be sure to put on a smooth performance so a proper pattern may be established.)
7. CONDUCT Critique	<ul style="list-style-type: none">a. (Thank the "learner" for his cooperation and let him return to his place.)b. (Invite comments. Ask leading questions, as outlined in Section XII--Reference Material--to evaluate the performance on the basis of the various notations shown on the card and observations recorded by conferees.)c. (Avoid experting the demonstration, but have the group make observations designed to improve the performance.)d. (Use BLACKBOARD to jot down points made in the critique. Always ERASE before proceeding with next demonstration.)
8. HAVE Conferee Demonstrate	<ul style="list-style-type: none">a. (Let "learner" serve as "instructor".)b. (Have him select another conferee to serve as the learner.)<ul style="list-style-type: none">(1) (Caution "instructor" to have everything ready and in order.)(2) (Remind him that his demonstration is your check upon the effectiveness of your instruction rather than a check upon his performance.)c. (Instruct conferees, as before, to observe demonstration, to watch their cards and make appropriate notations for the critique to follow.)d. (Make notes as to errors, omissions, and mistakes you have observed. Indicate those not clear, those poorly presented, those not mentioned in TELL BACK, those not corrected, etc. This is your record of this individual's performance.)

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
9. CONDUCT Brief Critique	<ul style="list-style-type: none">a. (Thank the "learner" for his cooperation and let him return to his place.)b. (Ask the "instructor" to remain at the front during the critique.)c. (Comment in accordance with the pattern listed in Section XII--Reference Material.)d. (Be sure that obvious misunderstandings are clarified and corrected.)e. (Thank "instructor" and invite him to return to his seat.)
10. CLARIFY Remaining Questions	<ul style="list-style-type: none">a. (As time permits, straighten out details that may still be awkward or hazy.)b. (Advise conferees that they will receive individual coaching to help them over any rough spots.)c. (Point out that SKILL will be gained only through actual application and use on the job.)

SECTION XI - Summary & Conclusions

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. DISCUSS Coordinator's Role	<ul style="list-style-type: none">a. He will work individually with each area representative until each gains reasonable skill as a trainer in this technic.b. Will personally present in at least one State in each area this technic to the State Office, State Committee, and to the farmer fieldmen, doing coaching to the county level to set the pattern.c. Will accompany each area representative to one or two States as area representative presents technic according to the same pattern.d. Will accompany area representatives on such visits to observe their coaching of individual fieldman as he presents technic to his county office managers.e. Will observe coaching given to fieldman as fieldman works with an individual county office manager.f. Will remain available for special problems and trouble-shooting upon request.
2. DISCUSS Area Representative's Role	<ul style="list-style-type: none">a. Will present technic to State Office, State Committee, and farmer fieldmen in each State.b. Will select, with State Administrative Officer's concurrence, a person from the State Office staff to serve as State Office Training Coordinator.c. Will accompany and coach an individual fieldman in each State as he presents technic to his County Office Managers.d. Will observe and coach same fieldman as he works with an individual County Office Manager to help him apply this technic in his own office.
3. DISCUSS State Coordinator's Role	<ul style="list-style-type: none">a. Will participate in training session presented by area representative to fieldmen.b. Will accompany area representative to observe his coaching of individual fieldman at group session and as fieldman coaches an individual County Office Mgr.

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
3. (<u>Concluded</u>)	<ul style="list-style-type: none">c. Will be responsible for providing similar coaching for all remaining fieldmen on the same pattern established by the area representative.d. Will provide continued coaching and follow-up for fieldmen.e. Will maintain liaison with area representative to handle special problems as they may arise.
4. DISCUSS Farmer Fieldman's Role	<ul style="list-style-type: none">a. Will participate in training sessions presented by area representative.b. Will present technics to his County Office Managers in groups not to exceed 5 or 6.c. Will be coached either by State Office Training Coordinator or area representative if selected to work with him.d. Will assist and coach each County Office Manager in actually applying technics, being coached and observed, as necessary, by State Office Training Coordinator.e. Will provide continuing follow-up and follow-through at county level.
5. DISCUSS County Office Manager's Role	<ul style="list-style-type: none">a. Will participate in training sessions presented by his farmer fieldman.b. Will apply technics in own office under coaching of his farmer fieldman.c. Will work with fieldman in training others in technic if they are to assist him in training county office personnel.d. Will counsel with fieldman on special problems.
7. EXPLAIN Preparation & Use of Breakdowns	<ul style="list-style-type: none">a. Approved Job Instruction Breakdowns to be used via this technic as rapidly as such breakdowns are completed and the need for training arises.b. May be used for re-training present employees to overcome present deficiencies and help them develop greater speed and skill.c. Breakdowns may be modified, if necessary, at the State level to meet local or special conditions.

WHAT TO KNOW OR DO (Steps)WHAT IS INVOLVED (Items)

7. (Concluded)

- d. Breakdowns may be prepared individually within a County if there is a need for same and there is no regular breakdown available. They will, however, be replaced by the approved breakdowns as these become available.
 - e. When this technic is fully under way, breakdowns will be prepared by National Office personnel as they observe skilled workers actually do the jobs. After checking, testing and approval, they will be distributed and will replace the present corresponding procedures.
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8. SUMMARIZE & Challenge

- a. * "For your future reference and study, I shall give each of you a brief appreciation summary of this Job Instruction method."
 - (1) (Distribute one copy to each conferee of Exhibit #4--Appreciation Summary.)
 - b. * "This will be especially useful to County Office Managers who may wish to have some of his personnel become familiar with this method and how it works."
 - (1) (Encourage them to read it thoroughly while this conference is still fresh in their minds.)
 - (2) (Point out that it may be useful in acquainting State or County Committeemen with the technics to be followed.)
 - c. This technic is designed and able to help us with some of our present problems.
 - d. It will help us develop skilled workers more quickly and effectively than has been possible in the past.
 - e. It will prevent innumerable mistakes and improve our service IF it is used and USED PROPERLY.
 - f. Without your complete cooperation we cannot succeed fully; with your help we cannot fail.
 - g. I am confident we are equal to this challenge.
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<u>WHAT TO KNOW OR DO (Steps)</u>	<u>WHAT IS INVOLVED (Items)</u>
9. ARRANGE Coaching Schedule	a. (Arrange definite schedule for working with individuals for whom you are responsible.) (1) (Use green Conference Control Record.) (2) (Control Record will serve as a progress register, so use it.) (3) (If possible, actually record dates and times for follow-up sessions and individual coaching.) (a) (Area representatives for his program.) (b) (State Office Training Coordinator for his schedule with Fieldmen.) (c) (Fieldmen prepare schedule for training and individual coaching of County Office Managers.)
10. CONCLUDE Session	a. (Express appreciation for attentiveness and cooperation.) b. (Assure them of your confidence in their successful application.) c. (Offer to assist them as they may require.) d. (Close by agreed time.) e. (Erase blackboard.) f. (Leave room neat and orderly.)

END OF CONFERENCE

SECTION XII - Anecdotes & Reference Material

1. Introductory Story.

An elderly lady patient, undergoing surgery for the first time, appeared to be very nervous. As she spoke to her doctor she said:

"I hope you will forgive me for being so nervous, but, after all, this will be my first operation."

"I know exactly how you feel," the doctor replied. "You are my first patient!"

2. Definitions.

In explaining program, operation, job, step, etc., your guide draws a comparison between the County ASC Office and a farmer. If an additional example seems to be needed, the following serves quite well.

Sketch, as best you can, a large meal on the blackboard. Show as one part of the meal an entire pie. Draw a round circle to represent the pie. Draw two lines from the center to outline a single piece of pie. Then draw a small line across the small end of the piece to represent a single bite.

The entire meal represents the PROGRAM, as do ACP, PRICE SUPPORT, WOOL, WHEAT ALLOT. & M.Q., etc.

The entire pie represents the OPERATION, as do those operations listed under the programs on the Staff Development Chart.

The piece of pie represents the JOB, as might the reading or use of the planimeter.

The bite of pie represents the STEP, as checking the gauge setting does on the planimeter.

How to take the bite with a fork, the size of the bite, etc., represent the ITEMS or WHAT IS INVOLVED, as would the HOW and WHY of checking the gauge setting.

3. Job Interest.

During the war two of America's well-known industrialists--Paul V. McNutt and Edward Stettinius--were participating in just such a session as you are experiencing today. Ed was asked to serve as the "instructor" for a demonstration and Paul to serve as the "learner".

When Ed announced that the job to be learned was shining the spittoons in the U. S. Steel reception room, he immediately rebelled. When asked if he had ever had any experience with that kind of work, he replied: "H---no, and I never intend to." Here was a challenge to develop job interest.

(Continued next page.)

3. (Concluded)

At this point Ed made an explanation about as follows:

"Before you make up your mind completely, Paul, let me point out to you why we feel this particular job is really important. The example I am using has actually happened--we don't know how many times. Suppose you are a customer coming in to place possibly a \$75,000.00 order with us at U. S. Steel. The receptionist informs you that the sales manager's representative will see you in a few minutes and invites you to pick up a current magazine and relax in one of the comfortable chairs.

"As you lean back in the seat and begin opening your magazine, you hear a disturbing buzzing sound. Glancing over your magazine you notice a badly splattered and littered spittoon just in front of you with a couple of green flies buzzing around. The sight isn't too pleasant so you try to ignore it.

"A moment later you hear a much louder buzzing. Again you glance up and this time you see another spittoon, even more unsightly, and a large drone bee buzzing around it furiously. This time you glance around the room and notice the general unkempt appearance of several other spittoons as well as a number of ash trays etc.

"At this point it dawns on you that these people apparently aren't really interested in the comfort and welfare of their customers and potential customers. Might it be that they are also relatively careless and thoughtless about their other relations with their customers? After all, you have been kept waiting...so you get up and announce to the receptionist that other appointments are pressing so you will have to return later. In disgust you leave and place your order with one of our strong competitors.

"Honestly, Paul, we can't afford to lose business like that or treat our customers so carelessly. Little things like the cleanliness of a reception office can often spell success or failure for an organization like ours."

At this point Paul said, "Look, Ed, I agree that we can't afford to lose business like that to our competitors. You show me how to keep these things shined up and you won't have to worry anymore."

(While this represents a somewhat exaggerated example, it does indicate the possibility and desirability of making each job interesting and important to the new worker.)

o-o-o-o-o-o-o

A useful anecdote gives a new twist to an old saying. When someone remarks that "You can lead a horse to water, but you can't make him drink," agree with him quickly. Then comment: "But your job isn't to make him drink. Your job is to MAKE HIM Thirsty. Once he is thirsty he'll do his own drinking." In other words create interest--make the worker thirsty, don't try to force him to drink.

4. Step at a Time

The President of the National Cash Register Company tells this story about himself.

One day, as a young boy on the farm, his father took him into the large potato cellar. He took him to one end where there were large piles of sprouted potatoes and asked his son to start taking off the sprouts.

His father came back in about half an hour to check on his son's progress, only to find his son in tears sitting on one of the large piles. When his father asked what might be the matter, the little fellow blurted out, "Gee, Dad, I can't take the sprouts off all those potatoes. There must be millions of them."

Without a word his father reached down, picked up a single potato and rubbed off the sprouts. "You see, it's easy, son," replied his father. "You only have to do one potato at a time!"

5. Responsibility of Instructor

The next time you point your finger of blame or accusation at someone--perhaps the employee who just hasn't been able to follow directions--take a good look at your hand and you'll find three fingers pointing back at you. Very often you are at fault for his failure. Perhaps something you have done or failed to do has made his own job difficult or his own understanding faulty.

5. Put him on his own (To emphasize the value of giving responsibility.)

In looking out the living room window one afternoon I noticed an ordinary cat approaching the center of the lawn from the driveway. She did not seem to have a care in the world. All at once I noticed a strange dog coming across the lawn from the opposite direction. They apparently did not see each other until they met almost in the center of the lawn.

The dog lunged forward and the cat, with her back arched, struck back. A second and yet a third time the dog leaped at the cat. The third time the cat turned around and scampered to the safety of a nearby tree with the dog yapping at her heels.

Several weeks later the same meeting took place in the same way. There was one difference. This time there were four little kittens following the mother cat. The dog leaped forward, confident of an easy victory. But this time the cat struck out furiously, climbed on the dog's back and started scratching his eyes for all she was worth. In pain and fright the dog went yelping homeward.

That's what a little responsibility also does to people.

6. Giving Credit (Tell 'em while it's hot!)

Two blacksmiths--brothers--both stuttered badly. One day one of them took a red-hot piece of bar iron out of the forge and laid it on

the anvil. As he did so he pointed at the heated bar and said to his brother: "Hhhhhhhitttt ttthhhissss ppppppiece of iiiiiiiron rrrrrright hhhhhhhhere."

His brother promptly replied: "Iiiiiitsssss ttttttoo llllllate now. Iiiiiit'sssss ccccccold!"

o-o-o-o-o-o

7. Critique Pattern Questions (To develop SKILL in asking Leading Questions.)

Comment in accordance with the following pattern:

(1) STEP 1 - CONDITION THE EMPLOYEE

To Group: Let's review this demonstration with our 4-step method.
Let's look at Step 1 on our cards.

(Select for comment from the following as appropriate.)

To Group: What is the first item? (Make him feel welcome, etc.)

Was this natural, or overdone, or poorly done?
(Group's answer.)

To a Conferee: What is the second item? (State the job, etc.)

What was the job the worker had to learn?
(Conferee's answer.)
How much did the worker know about it?
(Conferee's answer.)

To Group: The third item on the card is - "Create interest in learning the job."

To a Conferee: How did the instructor get the worker interested in this case? (Conferee's answer.)

To Learner: What is the next item under Step 1? (Place in correct working position.)
Were you in the best position to see and do the job?
(Learner's answer.)

To Group: The last item says - "Explain your use of Breakdown and Card."

To a Conferee: Was the explanation logically and skillfully handled?
(Conferee's answer.)

(2) STEP 2 - ACQUAINT WITH JOB IN SMALL UNITS

To Group: Let's see how the job was presented.

(Select for comment from the following as appropriate.)

To Group: What is the first item under Step 2? (Explain and demonstrate one important STEP at a time.)

How many important STEPS did you catch? (Answers from several conferees. If a difference exists, it serves your purpose excellently. In any case, say: "Suppose we hold the discussion on how each important step was presented until later.")

To Group: What is the second item? (STRESS each ITEM INVOLVED in doing it.)

How many items did you catch?
(Answers from several conferees. If a difference exists, it serves your purpose excellently. In any event, say: "Let's discuss these items later when we look at the important steps.")

To Learner: What is the last item under Step 2?
(Instruct clearly, completely, patiently, etc.)

Were the instructions clear, understandable, complete, or is there more information you would like to have?
(Learner's answer.)

(3) STEP 3 - TRY OUT PERFORMANCE

To Group: The first item on the card under Step 3 is - "Explain your responsibility for employee's success.)

(Select for comment from the following as appropriate.)

To a Conferee: Was this handled adequately and skillfully?
(Conferee's answer.)

To Learner: Did this explanation give you a feeling of easiness?
(Learner's answer.)

To Group: What is the next item under Step 3? (Have him do unit explained and demonstrated. Observe and correct errors.)

To a Conferee: Was any attempt made to interrupt and make corrections?
(Conferee's answer.)
(If appropriate, ask:) What were they?
(Conferee's answer.)

To Group: Let's examine the next item - "Explain purpose and value of TELL BACK."

To a Conferee: Was the explanation good enough to gain the worker's cooperation, or did it tend toward creating resentment?
(Conferee's answer.)

How might it have been improved?
(Conferee's answer.)

To Group: How does the card suggest the TELL BACK be conducted?
(Have him do unit again as he explains etc.)

To a Conferee: Did the worker explain each step and item involved, or did he miss some?
(Get answers from several conferees. If a difference exists, it serves your purpose excellently. In any event say, "Let's save the discussion on checking these Steps and items until later.")

To Instructor: What are the last two items in this step?
(Be sure he understands. Repeat if necessary.
CONTINUE until you KNOW he KNOWS.)

Why were you satisfied the worker knew the job in this case? (Worker did the job and explained it again and again until he knew it perfectly.)

(4) STEP 4 - FOLLOW THROUGH

To Group: Let's look at Step 4 of our method. What is it?
(Follow Through.)

(Select for comment from the following as appropriate.)

To a Conferee: What's the first item? (Put him on his own.)

When should this be done? (When the instructor knows the worker knows.)

To Learner: Will you please read the next item? (Designate to whom he goes for help.)

Was this made clear to you, or might you get a bum steer from someone because this wasn't definite?
(Learner's answer.)

To Instructor: The next item on the card says: "Review performance. Give credit due."

In the case of this worker, how soon would you want to check? How might you give deserved credit?
(Instructor's answer.)

And the last notation says: "Manifest continued interest." How would you plan to do this?
(Instructor's answers.)

(5) REVIEW THE USE OF JOB BREAKDOWN IN STEPS 2 and 3.

To Group: Let's review how the Job Breakdown was used in this case.

Our card tells us under Step 2 to "STRESS each ITEM INVOLVED in doing it."

And under Step 3, to "Have him do unit again as he explains WHAT he is doing, HOW and WHY.

In order to find out if each item was properly handled, let's slow down the job, and look at each important step one at a time.

To a Conferee: As I caught the instruction, the first Important Step was

What items did the instructor STRESS in that important step? (Conferee's answer.)

Trainer's Note: Continue the above questioning on each important step using different conferees. "Smoke out" items involved you feel should have been brought out, using the "What would happen if..., Why did you..., etc." technique with the instructor and learner.

Where items involved were brought out in Step 3, for the first time, or not checked in Step 3, or missed in both Steps 2 and 3, always make a convincing statement about the importance of properly handling items involved.

8. Suggestions Regarding Demonstration Procedure Questioning:

The following are some devices that trainers have found helpful in making the discussions interesting as well as being effective in driving home points:

1. Ask the learner about points that were not made clear by the instructor. This provides a nice lead into "If the worker hasn't learned, the instructor hasn't taught."
2. If the group has difficulty noting the Important Steps and WHAT IS INVOLVED as a demonstration is put on, remind them when a job is presented one Important Step at a time with the items involved really stressed, it permits everyone to catch these details.
3. Frequently when discussing the handling of an item involved that the worker forgot, the instructor will say that he "told" the worker about it. This provides a good opportunity for the trainer to drive home the need for stressing these items and not merely mentioning them.
4. Where the instructor has not been too exacting in getting back an explanation of the items involved in a job, the trainer might refer to the card and ask the instructor how he can be sure that the worker understands. This will give the trainer a chance to sell the idea that workers should be able not only to do the job but understand "what they are doing and why."

9. Value of Questioning or Asking

Asking is an instructing tool which is useful throughout the entire instructional process IF it is used properly.

- ... It can be used in preparing the worker for instruction.
- ... It can be used in checking the worker's grasp of the instruction.
- ... It can be used in helping the worker to think through the logical steps of his new job, which is the most important thing in good instruction.
- ... It is PARTICULARLY IMPORTANT that the questions which are asked are framed so that a "yes" or "no" answer cannot be given. Questions which begin with such words as "What", "Who", "When", "Where", "How", and "Why", cannot be answered in this fashion.
- ... Well-selected questions keep the worker's mind active and concentrated on what is being taught.
- ... Heightens worker's interest.
- ... Stimulates his confidence by affording him an opportunity to show his own knowledge.
- ... Gets active response from him and helps to make the points "stick". This is very important to the instructor.
- ... Basically the whole principle of TELL BACK employs the QUESTIONING approach. It makes a person reason things out as he does them.

10. Mechanics of Instruction Process

1. Always place card first under STEP to be presented.
2. Announce to worker--by number--exactly how many items are involved in that particular step.
3. Then move card over under the first item.
4. Move card to next item as preceding one is stressed.
5. When all items have been covered, you are ready for the Performance Try Out and TELL BACK on that Step.
6. Repeat same mechanical process with next Step after TELL BACK.
7. By always announcing exact number of items you will give, it is easier for learner to pick them out and you are under a self-imposed alert to give exactly that number.
8. Following this process carefully will usually double the effectiveness of the TELL BACK and the learner's ability to understand the job thoroughly.

STAFF DEVELOPMENT CHART GUIDE

(Exhibit 1-A)

ADMINISTRATION

Budgets
Personnel records
Supplies
Inventory (Excluding CCC)
Expense Accounts
Collection Register
Debt Register
Press & Program Information
General Files
Duplicating
Elections (Committee)
Review Committee Clerical Assistance
County Committee Minutes
Reports & Correspondence

WHEAT ALLOT. & M. Q.

Basic Records
Listing Sheets
New Farm Applications
Allot. Notices
M. Q. Referendum
Applications for Review
Review Committee Cases
Compliance
M. Q. Index & Register of Marketing
Cards & Certificates
Marketing Cards
Determination of Excess
Information (Dealers & Buyers)
Reports & Correspondence

PRICE SUPPORT

Applications
Eligibility
Lien Search
Purchase Agreements
Warehouse Loans
Farm Storage Loans
Reinspections
Disbursements
Records
Foreclosures
Deliveries
Redemptions
Collections & Deposits
Reports & Correspondence

ACP

Program Development
Request for Cost-Sharing
Referrals
Approvals
Performance
Spot Check
Applications and Claims Payment
Posting Control Records
Annual Report
Reports & Correspondence

COTTON ALLOT. & M. Q.

Basic Records
Listing Sheets
New Farm Applications
Allot. Notices
M. Q. Referendum
Applications for Review
Review Committee Cases
Compliance
Marketing Cards
Penalty for Excess
Release and Reapportionment
Reports & Correspondence

TOBACCO ALLOT. & M. Q.

Basic Records
Listing Sheets
New Farm Applications
Allotment Notices
M. Q. Referendum
Application for Review
Review Committee Cases
Compliance
Marketing Cards
Reports & Correspondence

CORN ALLOT.

Basic Records
Listing Sheets
New Farm Applications
Appeals
Allotment Notices
Compliance
Reports & Correspondence

RICE ALLOT. & M. Q.

Basic Records
Listing Sheets
New Farm Applications
Allot. Notices
M. Q. Referendum
Applications for Review
Review Committee Cases
Compliance
Marketing Cards
Penalty for Excess
Reports & Correspondence

PEANUT ALLOT. & M. Q.

Basic Records
Listing Sheets
New Farm Applications
Allot. Notices
M. Q. Referendum
Applications for Review
Review Committee Cases
Compliance
Marketing Cards
Penalty for Excess
Reports & Correspondence

SUGAR

Application--Proportionate Share
Listing Sheet--Proportionate Share
Allotment Notices
Compliance
Wage & Labor Compliance
Farm Unit Report
Basic Yield Record
Normal Yield L/S
Applications for Payment
Reports & Correspondence

WOOL PROGRAM

Sales Documents
Applications
Assignments
Sight Drafts
Reports & Correspondence

GRAIN STORAGE STRUCTURES

Bin Site Leases
Bin Rentals
Equipment & Structures Inventory Records
Commodity Inventory Records
Sale of Commodities
Shipment of Commodities
Reports & Correspondence

FARM STORAGE FACILITY LOANS

Applications
Lien Search
Severance Agreements
Insurance
Inspections or Reinspections
Notes, Mortgages & Renewals
Disbursements
Records
Extensions & Deferments
Collections, Installments & Deposits
Moving or Transferring Facility
Foreclosures
Reports & Correspondence

MISCELLANEOUS

Planimetering & Computations
Control, Care & Use of Aerial Photos
Use & Care of Equipment
Producer Index File
CSS-619 Basic Record
Counter Work
Filing

EXHIBIT # 3

[illegible]

Show (⊕) in "Unit Completed" column if employee already knows that job or learning unit thoroughly.

J O B I N S T R U C T I O N
APPRECIATION SUMMARY

To many persons JOB INSTRUCTION sounds rather involved and highly specialized, but it is really a rather simple, practical, effective tool.

JOB means just what it seems to mean. . . all or any part of the work done in the interest of your business or assignment.

INSTRUCTION is just the process you go through every day in getting someone to do a job.

The simplicity and need of job instruction is readily apparent. It is a regular part of the daily operating procedure in every office. Every contact that results in something being done is job instruction.

These contacts don't even need to be formal. . . instruction is often given by a few brief words, or a single word, or even a glance.

The difficulty is that all job instruction is not good. Some of it is excellent, but most of it is far from being effective.

The following brief outline of the JOB INSTRUCTION technic recommended by the Commodity Stabilization Service for use in its County ASC offices will be found to be extremely realistic and in harmony with the most effective approach to this problem known to government and industry today.

GOOD JOB INSTRUCTION CONSISTS OF ONLY TWO PHASES:

1. PREPARATION: There is no magical formula by which a person can become skilled in any job. It requires that an instructor take time. Before effective instruction can be undertaken, the instructor must prepare himself for it. Like anything else worthwhile, instruction must be planned. If it isn't planned, it will backfire.
2. INSTRUCTION: This is not so simple as it seems. Not just anyone can do a good job of instruction. However, it is a skill which can be acquired by sincerely believing and practicing a few sound principles.

NOW LET'S EXAMINE THE FIRST AREA:

- I. PREPARATION: This involves four basic steps through which a proper analysis can be made, necessary tools provided and effective planning can be undertaken and controlled. These steps involve:
 1. Analyzing the Training Problem: Where is the training needed? Who is to receive the training? How will it affect the smooth operation of the County office?

2. Breaking Down the Operation: What are the several jobs comprising the operation? What are the important things to be done (steps) in each job? How and why is each step performed? Just what is involved that can make the job easier to do, etc.?
3. Developing your Plan: What you are going to do -- the method you are going to use -- how you are going to do it -- and by what date.
4. Having Everything Ready: The work place in order -- necessary equipment, materials and supplies.

BRIEFLY, THIS IS HOW THIS WILL BE DONE:

A. Analyze the Training Problem:

1. Each County ASC office will use a Staff Development Chart.
 - a. This shows at a glance the jobs currently performed by each employee.
 - b. The operations which each employee understands.
 - c. The operations in which employee is competent.
 - d. The operations which employees are learning currently.
 - e. It facilitates work load distribution, planning for peak loads, meeting vacation schedules, etc.
 - f. It focuses attention on our neediest needs - where training will be most effective in meeting present and future problems and needs.

B. Obtain or Make Job Breakdown:

1. A Job Breakdown consists of a series of actions known as STEPS or WHAT TO KNOW OR DO, and points to remember about HOW and WHY to do these steps. These points, sometimes called KEY POINTS, list WHAT IS INVOLVED in performing each STEP perfectly.
2. A job breakdown is a simple listing of necessary actions which are taken in proper order and which reflect the organized work pattern of a skilled worker.
3. A job breakdown explains in simple terse language WHAT TO DO in logical sequence and WHAT IS INVOLVED in doing each part exactly right, including little natural shortcuts, knacks, tricks, special information, etc. to make the job easier and less time-consuming.
4. To make a job breakdown, just follow a job along as it is being done by a skilled person. Pick out and make a note of the action steps, and look for everything that is involved in doing each skillfully and accurately. The things that are done -- the steps -- are usually quite obvious. Everything important that is involved

4. (Continued)

in doing it right, however, is sometimes quite difficult to detect, but lack of such essential information may break the job or the worker or both.

C. Develop Your Plan:

1. A Procedure Review Schedule is used to plan the dates for training each job comprising the overall operation. It also provides space for recording date of completion and pertinent remarks to direct necessary follow up.
2. It answers WHAT you are going to do, the method you are going to use, HOW you are going to do it, and by what date.

D. Have Everything Ready:

1. The work place. This is the arrangement of the equipment needed by the employee. The work place of every job tends to fit the needs of that job ... the position of the machine, the location of the files and supplies, desk position and the like.
2. The equipment and materials includes everything the employee will need to do the job... office machines, desks, chairs, forms, files, supplies, etc. Missing equipment is not funny to the employee eager to learn, or to his employer equally eager to get a job done.
3. The importance of the work place is great. The employee tends always to follow examples while learning. Given a good example in the use of his work place, equipment and materials, the chances are he'll continue to follow it.

THAT'S ALL THERE IS TO PREPARING FOR INSTRUCTION:

1. Analyze the Training Problem.
Decide what the problem is and how it can be solved through training.
2. Obtain or Make Job Breakdown.
List the Important Steps or what is done in its logical sequence.
List what is involved in performing each step exactly right - anything that makes the work easier, any little knack or trick, feel special timing or bit of special information.
3. Develop Your Plan.
What you are going to do, the method you are going to use, how you are going to do it, and by what date.

4. Have Everything Ready.
Work Place, Equipment, Materials.

THERE IS NOTHING COMPLEX ABOUT THESE STEPS. THEY DO HAVE TO BE TAKEN, HOWEVER, IF YOU ARE INTERESTED IN SOUND EFFECTIVE INSTRUCTION. PLANNING FOR INSTRUCTION PAYS OFF!

NOW LET'S EXAMINE THE SECOND AREA

- II. INSTRUCTION: Good instruction is also a relatively simple process. It is made up of four logically arranged steps. When taken one at a time the objective is quickly reached of getting the employee to

Understand the Job Thoroughly
Do the Job Correctly
Do the Job Quickly

Here are the four steps that bring this result surely and effectively:

- A. Condition the Employee: The best instruction doesn't "take" unless the employee is in the proper frame of mind to receive it. It just makes sense that an interested, eager employee learns better and faster. Getting him to want to learn is the entire objective of the first step. Here are some pointers to help accomplish this:
 1. Make him feel welcome, happy, and appreciated.
He is nervous about the new job. Reassure him. Nothing elaborate is needed. A friendly opening and an expression of confidence will do the trick.
 2. State the job and determine present knowledge of it.
He wants to know what he will be doing and how it fits into his entire operation. Determining his present knowledge of it enables the instructor to begin where the employee's knowledge ends. It saves time and embarrassment.
 3. Create interest in learning the job.
Each job contributes a certain valuable element to the success of the entire organization. Explain why the results are important. If they are worthwhile, he'll be interested.
 4. Place him in correct working position.
The correct position is important so he won't see the job backwards and so he will do the job in the best position to do it quickly and comfortably.
 5. Explain your use of Breakdown and Card.
Since he observes you using these he will naturally be curious. So he may concentrate on the job to be done, relieve his mind by

5. (Continued)

assuring him that their purpose is to make certain the instructor doesn't overlook getting all the "know how" over to him.

WHEN THIS IS DONE, YOU BEGIN THE NEXT STEP

B. Acquaint with job in small units:

This is where the actual instruction begins. If it follows this pattern, the end results are certain and gratifying.

1. Explain and demonstrate one important step at a time.

A person can remember only about 10% of what he reads, 20% of what he hears and 30% of what he sees, but approximately 50% of what he sees and hears. You explain and demonstrate a step at a time - just what you are doing, how you are doing it and why.

2. Stress each item involved in doing it.

It is not enough merely to mention them. They must be stressed. They spell the success of the job if observed and its failure if overlooked.

3. Instruct clearly, completely, patiently, but no more than can be mastered.

Clarity, completeness and patience are stressed. It is also important to give it to him in the size doses he can conveniently handle. Training too much too fast confuses the worker, makes him tense and unable to learn quickly and effectively. This saves you time in the long run and helps develop skill more quickly.

SUCH A PRESENTATION PREPARES YOU FOR THE NEXT STEP

C. Try Out Performance:

No instruction is complete until the performance has been demonstrated. It cannot be evaluated in any other way. This serves to give the employee the feel of the job and point out to the instructor those things he may have overlooked or merely mentioned instead of stressed. Here is how to proceed.

1. Explain your responsibility for employee's success.

Briefly, your responsibility is summed up in, "If the employee hasn't learned, the instructor hasn't taught." This throws the burden of success upon the instructor and keeps the employee at ease as he proceeds.

2. Have him do unit explained and demonstrated. Observe and correct errors.

Let him do it silently the first time without interruption. This enables you to observe the worker and correct any obvious errors.

3. Explain purpose and value of TELL BACK.
People sometimes resent being asked to explain. They feel like poll parrots. Explaining what this TELL BACK can do for him makes him eager and appreciative. This is what you want. It gets results.
4. Have him do unit again as he explains WHAT he is doing, HOW and WHY. This is the payoff. It has been discovered a person can remember up to 90% of what he says as he does a thing. The employee reasons WHAT he is doing as well as HOW and WHY. He says it, he hears himself say it, he does it and sees himself do it. This really gets results.
5. Be sure he understands. Repeat if necessary.
Have him perform and TELL BACK until he reasons and performs each step correctly. One good way is to ask him leading questions -- those which ask WHAT, HOW, WHY, WHERE, WHEN, etc.
6. Continue until you know he knows.
You can't assume a job is learned. It isn't sufficient to hope he knows, think he knows or pray he knows. You must know HE knows.

THE LAST STEP IS NO LESS IMPORTANT

- D. Follow Through: By following the foregoing steps you know the worker knows. However, it is equally important that you instill continued confidence in him and challenge his best efforts. This can be accomplished effectively as follows:
1. Put him on his own.
In other words, let him carry the ball. Don't breathe down his neck too closely. It is now his job; let him handle it. Assure him that you are sure he can carry on without your help.
 2. Designate to whom he goes for help.
This should be yourself or someone else who is qualified, but make it definite. You can't afford to have him get a "bum steer".
 3. Review performance. Give credit due.
Keep closely in contact with him and assure him of your continued interest. Make him feel as if he is a contributor to and a partner in the job. Let him know he is appreciated.
 4. Manifest continued interest.
When he gains reasonable skill begin to help him develop additional skills and usefulness by teaching him other jobs. Let him know where he stands, how he is doing and what opportunities for progress lie ahead.

HERE IS A QUICK SUMMARY OF THE ENTIRE PLAN OF GOOD INSTRUCTION

Preparation

Analyze the Training Problem
Obtain or Make Job Breakdown
Develop Your Plan
Have Everything Ready

Instruction

Condition the Employee
Acquaint with Job in Small Units
Try Out Performance
Follow Through

THERE IS NOTHING COMPLICATED ABOUT THIS
APPROACH TO JOB INSTRUCTION.

There are simple clear-cut things to do. Although few in number,
each one is necessary. The important thing is . . .

THEY WORK.

THE END RESULT WILL BE

Each employee will understand each job he does.
Each employee will do each job correctly.
Each employee will do each job quickly.

THE EMPLOYEE WILL HAVE LEARNED BECAUSE THE INSTRUCTOR HAS TAUGHT EFFECTIVELY

